

UNIVERSIDAD CENTRAL DEL ECUADOR

Facultad de Filosofía, Letras y Ciencias de la Educación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Inglés

Portafolio del Estudiante

Estudiante: Maria Del Carmen Nuñez Iza

Semestre: Tercero A

Docente: Mgtr. Agustín Costales A.

Período académico: 2025-2026

Portafolio del estudiante

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1. Filosofía Institucional

1. Facultad de Filosofía, Letras y Ciencias de la Educación

a) Misión

Formar profesionales en Ciencias de la Educación, de manera humanista, integral, laica, interdisciplinaria, científica y tecnológica, con conciencia y compromiso social, ético y cultural; mediante la reflexión crítica, la investigación y la vinculación, para la solución de problemas socioeducativos, con enfoque de derechos, interculturalidad, inclusión y equidad.

b) Visión

La Facultad de Filosofía, Letras y Ciencias de la Educación, para el 2023, será líder en procesos de formación docente de innovación, transformación y producción de ciencia, tecnológica y cultura, abierta al pensamiento universal, como elementos coadyuvantes a través de la gestión, docencia, vinculación e investigación, para la construcción de una sociedad justa y democrática.

2. Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros- Inglés

a) Misión

La Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés como unidad académica de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad Central del Ecuador, es responsable de la formación de profesionales con sólidos conocimientos en el área de inglés, capaces de desarrollar las competencias

lingüísticas con excelencia académica sobre la base de las necesidades sociales y del sector de su desempeño profesional.

b) Visión

La Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés será un referente académico nacional en la formación de docentes con competencias lingüísticas científicas y profesionales, con conciencia social que buscan la excelencia y el buen vivir de sus egresados en función de los adelantos científicos y tecnológicos de la época, como también del mercado ocupacional.

2) Elementos Curriculares Comunes

○ **Hoja de Vida**

Curriculum Vitae

Datos Personales	
Nombres y Apellidos:	Maria Del Carmen Nuñez Iza
Fecha de Nacimiento:	13 de marzo del 2005
Dirección:	El Condado, La Roldos
Teléfonos:	0995298485
e-mail	nunezimaria13@gmail.com
C.I.	1755247697
Formación Académica	
Educación Superior	Universidad Central Del Ecuador
Educación Secundaria	Colegio Fiscal Mixto “Luciano Andrade Marin”
Trayectoria Profesional	

Lenguas Español- Lengua materna Inglés- Regular
Competencias Ninguna

Información Complementaria
Ninguna
Referencias Personales
Ninguna

- **Horario del Estudiante**

	Monday	Tuesday	Wednesday	Thursday	Friday
7h00-8h00			General Didactics		
8h00-9h00			General Didactics		
9h00-10h00					
10h00-11h00				General Didactics	
11h00-12h00					
12h00-13h00					

3) Elementos Curriculares

- **Silabo Aprobado**

<https://drive.google.com/file/d/1iQ95zaSywHaOXvoRmR2BCuVRehbrqq4L/view?usp=sharing>

- **Acta de Socialización del Silabo**

<https://drive.google.com/file/d/1iSXdOzUl43HPHZsZ9VvFenjG21cCqAaY/view?usp=drivelink>

4) Desarrollo de la Asignatura

- Carátula



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- Trabajos Individuales

TRABAJO EF SET

EF SET

English Certificate

maria Nuñez

has successfully completed the EF SET Certificate
and has earned level:



TAREA EDDIE WOO ANALYSIS

Nombre: María Del Carmen Núñez

Curso: 3^{ro} "A"

Grupo: 10

Fecha: 18/11/2025

Dynamism

Minute 0:38 Kinetic typography - Eddie Woo ~~shows~~ the text (formulas, definitions) moving, scaling, and appearing progressively. This helps maintain attention and organize the information visually about the logarithms.

Use of strategic pauses to allow the viewer to assimilate concepts before moving forward.

Sympathy

Here, sympathy is identified as one of the general principles of didactics.

Minute 05:43 - 06:05

The teacher repeats the explanation again, saying: "let me say it again because it's important." This action demonstrates sympathy because it shows a patient and understanding attitude toward the students' learning process. Instead of moving on quickly or assuming that everyone understood, he takes the time to explain it again without making anyone feel uncomfortable.

Balance

Minute 02:00 - 02:17

Eddie Woo alternates rigorous explanations with thought-provoking questions and everyday examples. This shows balance because it combines professional seriousness with friendly and dynamic moments, making the class understandable and engaging. He uses time efficiently and makes students feel motivated and eager to participate.

Eddie Woo maintains a balance between theory and practice, alternating between theory and practice, alternating between explanations and examples. He adjusts his pace based on student reactions to ensure clarity, understanding, and balanced learning.

TEMPO

Minute 1:30 - 2:00

Eddie Woo finds out the way to order the time steps in his explanation. First, he began with knowledge students already have, so he feedbacks that topic then he goes ahead with the new topic, one they don't know yet.

Clarity

Minute 5:20 - 6:00

Teacher order logically his explanation and he manages to be assertive, so he continues as long as he notices students understand what is he talking about.

TEACHING PRINCIPLES

Universidad Central del Ecuador
Pedagogía de los Idiomas Nacionales y Extranjeros

Nombre: María Del Carmen Núñez

Fecha: 6/12/2025

Curso: 3º "A"

Grupo: #10

Teaching Principles

1. The teacher needs to understand who the students are, what they know, what they don't know, and how they learn.

What the teacher should do:

- Ask questions or give a short diagnostic test.
- Listen to students' needs.
- Adjust the class based on their level.

2. Everything taught, practiced, and tested should match the same goals.

What the teacher should do:

- Be clear about learning objectives.
- Use activities that help students reach those objectives.
- Assess exactly what was taught.

3. Students should know what to do and how to do it.

What the teacher should do:

- Explain objectives, rules, dates, and course policies.
- Give clear instructions for tasks and exams.

4. Teachers cannot teach everything, so they must focus on the essential parts.

What the teacher should do:

- Identify the key knowledge and skills of the course.
- Spend more time on what really helps learning.

5. The teacher must remember that students don't have the same experience.

~~What the teacher should do:~~

- Explain step by step.
- Don't assume students understand.
- Use simple and clear examples.

6. The teacher's role can change: sometimes a guide, sometimes a model, sometimes a facilitator.

~~What the teacher should do:~~

- Adapt their role depending on the activity.
- Be flexible: not only lecture, but also guide, support, and let students explore.

7. Teaching can always get better.

~~What the teacher should do:~~

- Reflect on what worked and what didn't.
- Listen to students' feedback.
- Make small changes to improve each class.

CORRUBRICS

Universidad Central del Ecuador Pedagogía De los Idiomas Nacionales y Extranjeros

Name: María Del Carmen Núñez Iza

Date: 14/01/2026

Course: 3rd "A"

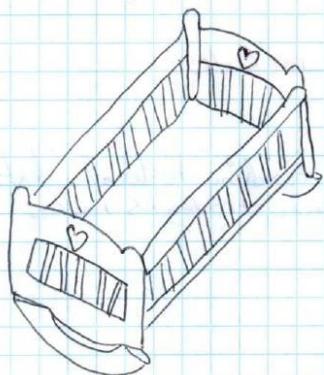
Group: 10

Color, Symbol, Image

- Choose a color that you feel best represents or captures the essence of a key idea.

I choose the color gray because it represents destruction, sadness, and loss, reflecting the damage and silence left after the attacks.

- Choose a symbol that you feel best represents or captures the essence of a key idea.



I choose an empty cradle as a symbol because it represents interrupted life, fragility, and lost hope.

- Choose an image that you feel best represents or captures the essence of a key idea.



Photograph by:
Imperial War Museum

This image represents fear, protection, and the impact of war on children.

Image IWM London
A warden holds a terrified child who had just been rescued by a fireman from a house hit by a V1 flying bomb in southern England June 1944



Mariupol
Maternity
Hospital
Airstrike
2023

Iryna Kalinina (32), an injured pregnant woman, is carried from a maternity hospital that was damaged during a Russian airstrike in Mariupol, Ukraine. Her baby, named Miron (after the word for 'peace') was stillborn, and half an hour later Iryna died as well.

Photograph by
Evgeniy Maloletka,
Associated Press

Methods, post-method, and métodes

The post-method era

In the post-method era, teachers adapt their teaching to local contexts, drawing on different methods and macrostrategies rather than following a single fixed method.

○ Trabajos Grupales

Teaching Principles (classwork)

Universidad Central del Ecuador

Nombre: María Del Carmen Núñez

Fecha: 10/12/2025

Curso: 3^o "A"

Grupo: # 10

Teaching Principles

(Early Center) "Classwork"

1. Effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching.

A variety of student characteristics can affect learning. For example, students' cultural and generational backgrounds influence how they see the world; disciplinary backgrounds lead students to approach problems in different ways; and students' prior knowledge (both accurate and inaccurate aspects) shapes new learning. +3rd line

- Inform course design
- help explain student difficulties
- guide instructional adaptations

2. Effective teaching involves aligning the three major components of instruction: learning objectives, assessments, and instructional activities

Teaching is more effective and student learning is enhanced when

- We, as instructors, articulate a clear set of learning objectives
- The instructional activities
- The assessments

2nd line

3. Effective teaching involves articulating explicit expectations regarding learning objectives and policies.

Being clear about our expectations and communicating them explicitly helps students learn more and perform better. Articulating our learning objectives (i.e., the knowledge and skills we expect students to demonstrate by the end of a course) gives them a clear goal to strive for and allows them to monitor their progress along the way. +6th line

TAREA DEFINICIÓN DE DIDACTICAS

Universidad Central Del Ecuador

Pedagogía de los Idiomas Nacionales y Extranjeros

Nombre: María Del Carmen Núñez

Curso: 3 "A"

Fecha: 30/oct/2025

10/10
Aprobado

Grupo 10
Definición de Didáctica

①

"La didáctica es el arte de enseñar y aprender, que se ocupa de la forma en que se puede enseñar y aprender de manera efectiva".
(comenius, 1657)

②

"La didáctica es la ciencia que estudia el proceso de enseñanza - aprendizaje en su integridad, para dirigirlo de manera que se logre la información integral de la personalidad del estudiante".
(Álvarez de Zayas, 1999)

③

"La didáctica es una ciencia auxiliar y aplicada de la pedagogía destinada a la realización de tareas educativas, cuyo propósito es deducir el conocimiento psicológico de los procesos de formación intelectual y revelar las técnicas metodológicas más adecuadas para el desarrollo de dicho proceso". (Aebli, 19

④

"La didáctica es una reflexión teórica y práctica sobre los procesos de enseñanza y aprendizaje, cuyo propósito es mejorar la calidad de la educación". (Gimeno Sacristán, 1988)

ESTILO

APPROACH METHOD TECHNIQUE

Universidad Central del Ecuador
Pedagogía de los Idiomas Nacionales y Extranjeros - Inglés

Name: María Del Carmen Núñez Iza

Date: 20/01/2024

Course: 3rd "A"

Group: 10th

Approach, Method, and Technique

Edward M. Anthony

Approach

An approach is a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

It states a point of view, a philosophy, and article of faith something which one believes but cannot necessarily prove.

Method

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the select approach.

An approach is axiomatic, a method is procedural.

Technique

A technique is implementational that which actually takes place in a classroom.

It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.

Techniques must be consistent with a method, and therefore in harmony with an approach as well.

The Core Elements of General Didactics and Instructional Design

Universidad Central del Ecuador

Nombre: María Del Carmen Núñez

Fecha: 18/12/2025

Curso: 3º "A"

Grupo: #10

The core elements of General Didactics and Instructional Design

-Traditional models of General didactics - the big one

The didactic triangle

This is the most important traditional model of General Didactics.

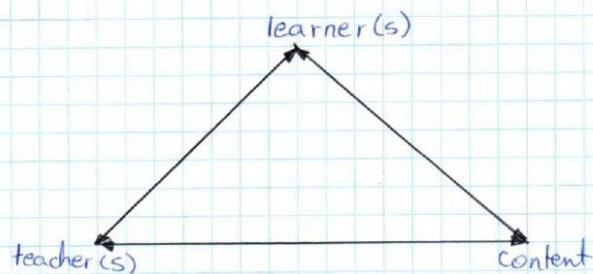
It is based on three basic elements:

- Teacher
- Student
- Content

These three elements are interconnected:

- Teacher - Student relationship
- Student - content relationship
- Teacher - content relationship

► Its main function is to simplify the educational situation and help plan and analyze teaching.



- Traditional models of instructional Design/instructional systems development - the systematic approach

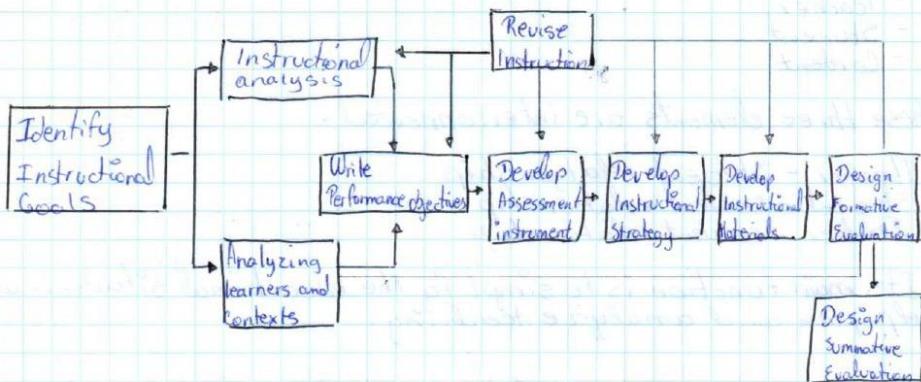
The Dick and Carey Model (systematic approach)

This model organizes teaching as a step-by-step process, focused on improving learning and performance.

It works through several stages, the most important being :

- Needs analysis
- Definition of learning objectives
- Task analysis
- Selection of strategies and materials
- Evaluation and improvement of instruction

Currently, it is not applied in a rigid way, but in a flexible and interactive manner, adapting to each context.



- Actividades Prácticas Experimentales

Universidad Central del Ecuador - Facultad de Humanidades y Ciencias Sociales

Pedagogía de los Idiomas Nacionales y Extranjeros - Inglés

Names: Johanna Chacón, Andrés Guevara, María del Carmen Núñez, Carlos Yaguache.

Course: 3 "A"

Group #10

Date: 28/01/2026

Roadmap B1

Unidad 10 A - Education. pag. 78.

3b.- Read opinions 1-8 and choose the correct alternatives.

Technique #2- Why do you think that?

Explanation - This technique is applied by asking students to not only choose the correct answer, but also to explain and justify why they chose it. In the exercise, after selecting the correct option, students must share their reasons, which strengthens comprehension, critical thinking, and the use of English.

pag. 79.

10- Write sentences reporting what each person said.

Technique #48 - Muddiest Point.

Explanation - In this reported speech exercise, after transforming the sentences, students write which part they found most difficult or confusing (for example, changing verb tenses or pronouns).

This allows the teacher to identify the most common doubts, reinforce difficult topics, and improve grammatical understanding and the use of English.

Unidad 10B - Green cities (pág. 581 página) bibleman

b- Complete the sentences with the correct form of the verbs in brackets.

Technique #33: Documented Problem Solutions.

Explanation: Because students not only complete the sentence, but also follow and explain the steps to choose the correct verb form (infinitive, -ing, verb patterns, etc).

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AP - 009

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thats tebbifl - AP - support

the first a created quick go babil as yppubl colT - notifikasi

get in pifet babil babil at we tis, babil them wih a new

change, babil babil set infini spm babil sit ofT. t. 2002

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Unidad 10 - pag 83 - Actividad 10

✓

10. You're going to carry out a survey about people's work or study habits. Write six or seven questions to ask people.

132. Group symbols: Ask students in groups to come up with a summary (or thesis statement) of the reading on a scrap of paper, then add a handwritten symbol or stick figure drawing to identify the scrap. Pass to the right, pausing at each group, until everyone has seen everything. Using the symbols as identifications, each group decide which two statements are the best, and record the votes on the board.

► Work in small groups. Write one or two questions for a survey about people's work or study habits. Add a simple symbol to represent your questions. Pass your paper to the next group and read the others. Finally, vote for the best questions and choose six or seven to create the final survey.

Unidad 10 - pag 81 - Actividad 10 a Focused on students

10. Work in groups. Discuss your ideas for improvements and make a list of suggestions. Use the useful phrases to help you.

164. Snowball discussions: Students form pairs and respond to a discussion question posed by the instructor. After a few moments, pairs join together to form groups of 4 and share their ideas. Groups of 4 then join to create groups of 8, and so forth until the entire class is engaged in discussion.

► Students first work in pairs to discuss ideas for improvements using the useful phrases. Then, pairs join another pair to form group of four and combine their ideas. Finally, the groups share and agree on a list of suggestions.

- Focused on students

Unidad 10 - Pag 81 - Actividad 6

6. Complete the sentences with the correct form of the verbs in brackets

135. Brain Drain: Divide students into groups of 5 or 6. Hand out an empty grid of six rows and three columns to every student. Provide a prompt or task at the top to brainstorm. Each person brainstorms possible answers in row one. After three minutes, rotate papers clockwise and work on row 2. Continue until sheet is filled in, then debrief to find the best answers.

► Students work in small groups. Each student completes one sentence using the correct form of the verb and writes it down. Then they pass the paper to another student, who completes a different sentence without repeating answers. Finally, the group reviews the sentences and agrees on the correct forms.

- Focused on students

- **Materiales (Libro, PDF, Power Point)**

<https://classroom.google.com/c/NzgwNDgwMzc0NDM2?cjc=xjsrx7wb>